

Kingdom of Saudi Arabia  
Ministry of Higher Education  
Al- majma'ah University  
Preparatory Year of Medicine  
Dentistry program &



المملكة العربية السعودية  
وزارة التعليم العالي  
جامعة المجمعة  
السنة التحضيرية لكلية الطب البشري  
وطب الأسنان

# PYELP

Preparatory Year English Language Programme

1432-1433

Edited by : Jehad Abu Halawa.

Supervised by : Prof .Mansour Al Mansour.



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ





**Table of contents:**

**1- Dean's foreword**

**2- Editor's foreword**

**3-Preparatory Year Programme(PYP)**

**4- Interactions 1 ( Middle East Gold Edition )**

A-Course Description

B-Course Syllabus

**5-Objective IELTS**

A-Course Description

B-Course Syllabus

C-Information for Candidates

**6-Free Conversation**

Course Description

**7-First Semester Timetables**

**8-Interactions 2 ( Middle east Gold Edition )**

A-Course Description

B-Course Syllabus

**9-Medical Terminology**

Course Description

**10-Second Semester Timetables**



### **The Dean's forerword:**

Dean's Foreword:

The Preparatory Year Programme aims to fully prepare students linguistically, academically, socially and psychologically ensuring a smooth transition from high school to university life. It is essential to remember that your success in the Prep-Year will enable you to reach out for dreams when you join the faculty of your choice, when you fully admitted to Al Majma'ah University.

Remember, that the courses and linguistic skills provided to you in the Prep- Year are cornerstone for most of the university courses you will later take in your university studies. Therefore, your Grade Point Average ( GPA) in the Prep-Year will be a good sign of your future success and performance in your college years.

That is why I advise you to work hard and do your best to improve your learning and study skills. We pray to Allah that you successfully graduate from the Prep- Year and successfully fulfill your dreams.



**The Editor's foreword:**

The goal of the English Language Programme (ELP) of the Faculties of Medicine & Dentistry in Majma'ah University is to provide all students who enroll in its programs with a supportive educational environment in which they can develop all of their language skills to successfully complete their undergraduate programmes and help fulfill the PYELP mission.. This is achieved primarily through the quality delivery of language courses provided to students in order to assist them to reach the required levels of linguistic proficiency stipulated by the relevant university bodies.

Finally, I hope you consider this proverb:

***If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people***



جامعة المجمعة  
Majmaah University

---



جامعة المجمعة  
Majmaah University

Kingdom of Saudi Arabia  
Ministry of Higher Education  
Majma'ah University

PYP  
Preparatory  
Year Programme

English  
Language Programme

## PYP Preparatory Year Programme

All students undergo a placement test .



Students do Level 1 ( 001 )  
Curriculum comprises:  
1-Interactions 1 Book ( 16 hrs/ wk)  
Listening & Speaking (4hrs), Reading ( 4 hrs), Grammar ( 4 hrs) & writing(4 hrs)  
2- IELTS PREPARATION ( 5 hrs).  
3- Free Conversation ( 2 hrs).



Students who pass Level 1 (001) join Level 2 ( 002 )  
Curriculum comprises:  
1-Interactions 2 Book ( 16 hrs/ wk)  
Listening & Speaking (4hrs), Reading ( 4 hrs), Grammar ( 4 hrs) & writing(4 hrs)  
2- IELTS PREPARATION ( 5 hrs).  
3- Free Conversation ( 2 hrs).





جامعة المجمعة  
Majmaah University

---



جامعة المجمعة  
Majmaah University

Kingdom of Saudi Arabia  
Ministry of Higher Education  
Majma'ah University

I Interactions  
Middle Gold  
East Edition

Course Description

## Course Description

**Course Title:** Interactions 1\ Middle East Gold Edition

**Course Number:**

**Number of Credits:**

**Prerequisite:** None

### Course Details:

#### 1. Course Description & Objectives

##### **Interactions 1: Listening & Speaking:**

##### **Course Chapters: (1-10)**

This course takes the students from the Low Intermediate to Intermediate levels of this series. The chapters present conversations and focus on the rhythm and intonation of natural language through stress and reduction activities. This course lays solid foundations for the higher level. It aims to provide learners with both extensive and intensive practice in the effective listening & speaking practice. It helps the students with use of the actual classroom situation for the specific listening and speaking skills related to the content of the course books. Some of the important features of these chapters are Listening for main ideas, listening for specific information, identifying stressed words and reductions, getting meaning from the context. Materials and tasks based on academic content and experiences give learning real purpose. Students explore real world issues, discuss social issues and study content-based materials.

##### **Interactions 1: Writing**

##### **Total Course Chapters: (1-10)**

The reading course helps & develops students' abilities to recognize reading structure in

a textbook, main ideas, supporting details, meanings from the context, cause and effect, titles & paragraphs topics, questions for paragraph topics, one-or two-sentence statements, matching paragraph titles with topics, using punctuation to recognize supporting details, identifying words with similar meanings, guessing words from context , reading for literal meaning and inferences and organizing supporting details using a venn diagram.

### **Interactions 1: Writing**

The overall aim of the writing component in this course is to develop the students' understanding of the strategies required, firstly for writing in general and, secondly for writing in specific paragraphs and essays of different types ( opinion, descriptive,argument,narrative, and comparative ). Students are guided to write controlled paragraphs in the beginning. Gradually they are introduced to free writing or composition writing.

### **Interactions 1: Grammar**

#### **Total Course Chapters: (1-10)**

The course aims to provide learners with both extensive and intensive practice in the effective and proper use of the grammatical structures with focus on both form and meaning. Important components of grammar are included in this course. Students are supposed to do different kinds of exercises inside the classroom and as homework. Exercises are simple and interesting for those who love to do grammatical exercises.

## **2. Mode(s) of instructions:**

Teacher presentation. Pair work. Group work, Role-play. Small group discussion

## Learning Outcomes

<p><b>Listening Skill:</b></p> <p>Upon completion of the course students are expected to be able to:</p> <ul style="list-style-type: none"> <li>Listen to main ideas,</li> <li>Listen for specific information,</li> <li>Identify stressed words and reductions</li> <li>Get meaning from context.</li> <li>Drawing inferences</li> <li>Understanding expressions and statements of location</li> <li>Taking notes on causes and effects</li> <li>Identify correct spelling in a spelling bee</li> </ul>	<p><b>Speaking Skill:</b></p> <p>Upon completion of the course students are expected to be able to :</p> <ul style="list-style-type: none"> <li>Show interest,</li> <li>Accept and refuse invitations,</li> <li>Ask for repetition,</li> <li>Open and close conversations,</li> <li>Express frustration,</li> <li>Request and give directions,</li> <li>Request and give advice,</li> <li>Accept and reject advice,</li> <li>Apologize reconcile,</li> <li>Answer affirmative tag questions,</li> <li>Ask for help or favor,</li> <li>Express and opinion</li> <li>Agree and disagree</li> <li>Interrupt an action or speaker politely,</li> <li>Generalize</li> <li>Contradict politely</li> <li>Guess meaning</li> </ul>
<p><b>Reading Skill:</b></p> <p>Upon completion of the course students are expected to :</p> <ul style="list-style-type: none"> <li>Be able to guess meaning of words from context</li> <li>Previewing the reading ,the topic and the vocabulary</li> <li>Identify main ideas.</li> <li>Skimming for the topic and main ideas(s)</li> <li>Make predictions.</li> <li>Follow text directions.</li> <li>Identify essay organization.</li> </ul>	<p><b>Writing Skill:</b></p> <p>Upon completion of the course students are expected to :</p> <ul style="list-style-type: none"> <li>Appreciate the structure of the English sentence</li> <li>Understand the importance of the topic sentence</li> <li>Organize one's ideas in an orderly manner</li> <li>Acquire the habit of correction by using drafts</li> <li>Ensure that logical cohesion is maintained</li> <li>Observe the special stylistic expressions in Medical writing</li> <li>Write an English essay</li> <li>Write a summary</li> </ul>

### **Grammatical Competency:**

Upon completion of the course students are expected to use the following grammatical structures with focus on both form and meaning:

The simple present tense  
The present continuous tense  
The simple past and past continuous tenses  
Count and non-count nouns  
How much versus how many  
Non-count nouns versus count nouns  
Non-count nouns with there + be  
The with locations and other special uses  
Modal auxiliaries  
The perfect tenses  
Phrasal verbs  
Participles and adjectives followed by prepositions  
Compound sentences  
Complex sentences  
clauses of time and condition in the present  
clause of time and condition in the future  
compound sentences and transitions  
connectors of contrast: concession  
connectors of reason, result, and purpose  
time clauses

### **4. Learning & Information Resources:**

#### Books

Interactions 1 Listening and Speaking, 4/Middle East Gold Ed,2009  
Interactions 1 Reading 4/Middle East Gold Ed 2009  
Interactions 1 Writing 4/Middle East Gold Ed 2009  
Interactions 1 Grammar 4/Middle East Gold Ed 2009



**On-line Resources:**

Online Learning Center: [www.mhhe.com/interactionsmosaic](http://www.mhhe.com/interactionsmosaic)

Supplementary:

Work sheets. Xeroxed material

Revision exercises

**Educational Aids :**

Audio tapes and CDs

Data Show

Computer connected to Internet

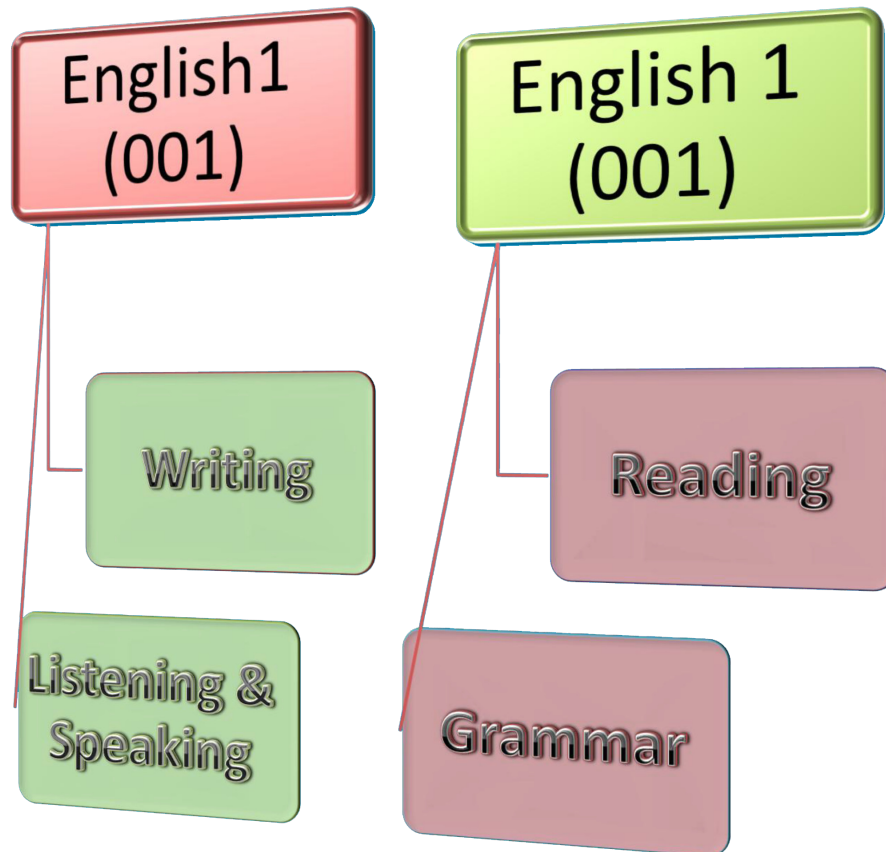
**Course Assessment:**

**Continuous Assessment:** 3 Quizzes #1 (5 marks each) / Mid-semester Achievement

Test(30% )

Classroom Activities: (15%)

Final Assessment: End-of-semester achievement test ( 40%).



### NOTES:

- Teachers don't have to tackle all the exercises included . Some exercises can be assigned as homework.
- The midterm exam should take place in the 7th or 8th week.

Interactions 1			READING	Listening & SPEAKING
WEEK 1	Date	Unit		
			Chapter.1-P.4-6	Chapter 1-Part 1 +Intro. Before you Listen
			Part 1 - P.7-9	Part 1 : After you Listen.
			Part2-	Part 2
			Part 2	Part 3

Interactions 1			READING	Listening & SPEAKING
WEEK 2	Date	Unit		
			Part 3	Part 4
			Part4	Chapter 2 Intro.+ Part 1 Before You Listen
			Chapter 2 –Part1- P.22 – 25	
			Part 1 –P.25 – 28	Part 1 – After You Listen





Interactions 1			READING	Listening &SPEAKING
WEEK 3	Date	Unit		
			Part 3	Part 3
			Part 4	Part 4
			Chapter 3-Intro-Part 1:P.42-45	Chapter 3 –Intro.+ Part 1: Before You Listen
			Part 1 :P.46-48	
				Part 1 : After you Listen

Interactions 1			READING	Listening &SPEAKING
WEEK 4	Date	Unit		
			Part 2	Part 2
			Part2	Part 3
			Part 3	Part 4
			Part 4	Part 4

Interactions 1			READING	Listening &SPEAKING
WEEK 5	Date	Unit		
			Quiz 1	Quiz 1
			Chapter 3-Intro-Part 1:P.42-45	Chapter 4- Intro.+Part 1 Before You Listen
			Part 1 :P.46-48	
			Part 2	Part 1 : After You Listen
			Part 2	



Interactions 1			READING	Listening & SPEAKING
WEEK 6	Date	Unit		
			Part 2	Part 3
			Part 3	Part 4
			Part 4	Chapter 5-Intro.+Part 1 : Before You Listen
			Chapter 4 – Intro. + Part 1 : P. 62-65	Part 1 : After You Listen

Interactions 1			READING	Listening & SPEAKING
WEEK 7	Date	Unit		
			Part 1 : 65 – 69	Part 2
			Part 2	
			Part 2	Part 3
			Part 3	Part 4
				Chapter 6-Intro.+ Part 1 : Before You Listen

Interactions 1			READING	Listening & SPEAKING
WEEK 8	Date	Unit		
			Part 3	Part 1: After You Listen
			Part 4	
			Quiz 2	Part 2
			Chapter 5 – Intro. – Part 1: P.86-89	Part 3
				Part 4



Interactions 1			READING	Listening & SPEAKING
WEEK 9	Date	Unit		
			Part 3	Quiz 2
			Part 4	Chapter 7 –Intro.+ Part 1: Before You Listen
			Quiz 2	Part 1 : after You Listen
			Chapter 5 – Intro. – Part 1: P.86-89	Part 2

Interactions 1			READING	Listening & SPEAKING
WEEK 10	Date	Unit		
			Part 3 : P.101-103	Part 2
			Part 4	Part 3
			Chapter 6 –Intro+ Part 1 : P.108-111	Part 4
			Part 1 : 111-114	Chapter 8 –Intro. + Part 1 : Before You Listen

Interactions 1			READING	Listening & SPEAKING
WEEK 11	Date	Unit		
			Part 2	Part 1 : After You Listen
			Part 3	
			Part 3	Part 2
			Part 4	Part 3
		Part 4		



Interactions 1			READING	Listening & SPEAKING
WEEK 12	Date	Unit		
			Chapter 7 –Intro.+ Part 1:P.132-135	Chapter 9- Intro. + Part 1 Before You Listen
			Part 1: P.135-137	
			Part 1 : P.138-140	Part 1: After You Listen
			Part 2	Part 2
				Part 3

Interactions 1			READING	Listening & SPEAKING
WEEK 13	Date	Unit		
			Part 3: P.147-150	Part 4
			Part 3 : P.150(ex.2 )-154	Quiz 3
			Part 4	Chapter 10- Part 1 – Before you Listen
			Quiz 3	
				Part 1 – Before you Listen

Interactions 1			READING	Listening & SPEAKING
WEEK 14	Date	Unit		
			Chapter 8-Intro.+Part 1-P.160-163	Part 1 : After You Listen
			Part 1 :P.164 - 166	Part 2
			Part 2	Part 3
			Part 2	Part 4



Interactions 1			READING	Listening & SPEAKING
WEEK 15	Date	Unit		
			Part 3	Revision
			Part 4	
			Revision	

			General Exams
WEEK 16	Date	Unit	

Interactions :1			Final Examinations
WEEK 17	Date	Unit	



---

Interactions :1		
WEEK 18	Date	Unit

Final Examinations

**NOTES:**

- Teachers don't have to tackle all the exercises included . Some exercises can be assigned as homework.
- The midterm exam should take place in the 7th or 8th week.

WEEK 1	Interactions 1		READING	Listening & SPEAKING
	Date	Unit		
			Chapter 1 - Part 1	Chapter :1
			Chapter 1 - Part : 2	Education and Student life
				Part 1
				Part 2

WEEK 2	Interactions 1		READING	Listening & SPEAKING
	Date	Unit		
			Chapter 1 – Part 3	Chapter :1
			Chapter 2 – Part 1	Education and Student life
				Part 3
				Part 4



WEEK 3	Interactions 1		READING	Listening &SPEAKING
	Date	Unit		
			Chapter 2 – Part 2	Chapter :2
			Chapter 2 – Part 3	City Life Part 1 Part 2
			1st Quiz	

WEEK 4	Interactions 1		READING	Listening &SPEAKING
	Date	Unit		
			Chapter 3 – Part 1	Chapter :2
			Chapter 3 – part 2	City Life Part 3 Part 4
				1st Quiz ( 5 marks )

WEEK 5	Interactions 1		READING	Listening &SPEAKING
	Date	Unit		
			Chapter 3 – Part 3	Chapter :3
			Chapter 4 – part 1	Business and Money Part 1 Part 2





WEEK 6	Interactions 1		READING	Listening &SPEAKING
	Date	Unit		
			Chapter 4 – Part 2	Chapter :3
			Chapter 4 – Part 3	Business and Money Part 3 Part 4

WEEK 7	Interactions 1		READING	Listening &SPEAKING
	Date	Unit		
			Chapter 5 – Part 1	Chapter :4
			Chapter 5 – Part 2	Jobs and Professions Part 1 Part 2

WEEK 8	Interactions 1		READING	Listening &SPEAKING
	Date	Unit		
			Chapter 5 – Part 1	Chapter :4
			2nd Quiz	Jobs and Professions Part 3 Part 4
			Chapter 6 – Part 1	
				2nd Quiz ( 5 marks )



WEEK 9	Interactions 1		READING	Listening &SPEAKING
	Date	Unit		
			Chapter 6 – part 2	Chapter :5 Lifestyles Around the World Part 1 Part 2
			Chapter 6 – part 3	

WEEK 10	Interactions 1		READING	Listening &SPEAKING
	Date	Unit		
			Chapter 7 – part 1	Chapter :5 Lifestyles Around the World Part 3 Part 4
			Chapter 7 – Part 2	

WEEK 11	Interactions 1		READING	Listening &SPEAKING
	Date	Unit		
			Chapter 7 – Part 3	Chapter :6 Global Connection Part 1 Part 2
			Chapter 8 – Part 1	



WEEK 12	Interactions 1		READING	Listening &SPEAKING
	Date	Unit		
			Chapter 8 – Part 2	Chapter :6
			Chapter 8 – Part 3	Global Connection Part 3 Part 4
			3rd Quiz	

WEEK 13	Interactions 1		READING	Listening &SPEAKING
	Date	Unit		
			Chapter 9 – Part 1	Chapter :7
			Chapter 9 – Part 2	Language and Communica- tion Part 1 Part 2

WEEK 14	Interactions 1		READING	Listening &SPEAKING
	Date	Unit		
			Chapter 9 – Part 3	Chapter :7
			Chapter 10- Part 1	Language and Communica- tion Part 1 Part 2
				3rd Quiz ( 5 marks )



WEEK 15	Interactions 1		READING	Listening & SPEAKING
	Date	Unit		
			Chapter 10 – Part 2	Chapter :8
			Chapter 10- - Part 2	Tastes and Preferences Part1 Part 2

WEEK 15	Interactions 1		READING	Listening & SPEAKING
	Date	Unit		
			Chapter 10 – Part 2	Chapter :8
			Chapter 10- - Part 2	Tastes and Preferences Part1 Part 2

Interactions :1			General Exams
WEEK 16	Date	Unit	



---

Interactions :1			Final Examinations
WEEK 17	Date	Unit	

Interactions :1			Final Examinations
WEEK 18	Date	Unit	



جامعة المجمعة  
Majmaah University

---



جامعة المجمعة  
Majmaah University

Kingdom of Saudi Arabia  
Ministry of Higher Education  
Majma'ah University

PYP  
Preparatory Year  
Programme

English Language  
Programme Objective  
IELTS- Intermediate

# IELTS™



for Information  
candidates

[www.ielts.org](http://www.ielts.org)

## Objective IELTS - Intermediate:

### Course Description:

Objective IELTS is a 2-level IELTS preparation course providing comprehensive training for both the Academic and General Training modules. The course is uniquely informed by the Cambridge Learner Corpus, using analysis of real IELTS candidate papers. The two levels of Objective IELTS can be used on their own or consecutively, so that lower-level students requiring a high band score can start preparing early. This self-study Student's Book includes a CD-ROM which provides extra IELTS practice in each of the four skills. Students will also need the Objective IELTS Intermediate Audio CD Set, available separately.

Ideally, students should be ready to take the **IELTS** test after **6 weeks** of preparation. Therefore students have to initiate the process of registering for the **TEST** around these dates.





TOPIC			TEST SKILL	TASK TYPE	SUPPLEMANTRY MATERIAL	
WEEK 1	Date	Unit				
	25\9\2011	1	Communication P(8-11)	Reading	True/False/N.G	Test Folder 1 p(12-13)
			Lesson 1.1 (2 h)		Short answer	
			Lesson 1.2 (3 h)	Speaking		
				Writing	Spelling errors	
				Listening	Note completion	
	28\9\2011					

TOPIC			TEST SKILL	TASK TYPE	SUPPLEMANTRY MATERIAL	
WEEK 2	Date	Unit				
	1\10\2011	2	Healthy diet p(14-13)	Listening	Note Completion	Writing Folder1 p(18-19)
			Lesson 2.1(2h)	Speaking	Part 1	
				Writing	Using appropriate language	
				Speaking	Part 3	
	5\10\2011					

TOPIC			TEST SKILL	TASK TYPE	SUPPLEMANTRY MATERIAL	
WEEK 3	Date	Unit				
	8\10\2011	3	City Attraction p(20-23)	Speaking	Part 1	Test Folder 2
			Lesson 3.1 (3h)	Reading	Multiple matching	
			Lesson 3.2(2 h)	Listening	Note completion	
	12\10\2011					



TOPIC			TEST SKILL	TASK TYPE	SUPPLEMANTRY MATERIAL	
WEEK 4	Date	Unit				
	15\10\2011	4	Ways of learning p(26-29)	Speaking	Part 3	Writing Folder 2p(30-31)
			Lesson 4.1(3h)	Listening	Multiple choice	
						Revision units 1-4
	28\9\2011		Lesson 4.2(2 h)	Reading	Reading effectively	

WEEK 5	Date	Unit				
	22\10\2011		First Experimental IELTS Academic Exam			Note each student speaking interview lasts :11-15 minutes
		2h.30m	Listening			
			Reading			
			Writing			
			Speaking			
26\10\2011	2 h					

TOPIC			TEST SKILL	TASK TYPE	SUPPLEMANTRY MATERIAL	
WEEK 6	Date	Unit				
	29\10\2011	5	Discovering the past p(34-37)	Reading	True /false /N.G Multiple choice	Test folder 3 p(38-39)
			Lesson 5.1(2h)	Speaking	Part 3	
			Lesson 2 5.2(3h)	Listening	Labeling	
2\11\2011			Writing	Task 1 description		



TOPIC		TEST SKILL	TASK TYPE	SUPPLEMANTRY MATERIAL		
WEEK 7	Date	Unit				
	5\11\2011	6	What is job satisfaction p(44-45)	Listening	Flow chart, Sentence completion, labeling	Writing folder 3 p(44-45)
			Lesson 6.1(3 h)		Table completion	
			Lesson 6.2(2h)	Writing	Task 1	
9\11\2011			Speaking	part 2		

TOPIC		TEST SKILL	TASK TYPE	SUPPLEMANTRY MATERIAL		
WEEK 8	Date	Unit				
	12\11\2011	7	Selling dreams p(46-49)	Speaking	Part 3	Test folder 4 p(50-51)
			Lesson 7.1(3 h)	Reading	Multiple choice , headings	
			Lesson 7.2(2h)	Listening	Sentence completion	
16\11\2011				Matching		

TOPIC		TEST SKILL	TASK TYPE	SUPPLEMANTRY MATERIAL		
WEEK 9	Date	Unit				
	26\11\2011	8	Time to waste ? p(52-55)	Reading	Table completion	Writing folder 4 p(56-57)
			Lesson 8.1(3 h)	Speaking	Part 1	
			Lesson 8.2(2h)	Listening	Short answer questions lists	Revision units ١-٤
30\11\2011			Speaking	Part 3		



WEEK 9	Date	Unit		
	19\11\2011		Second Experimental IELTS Academic Exam	Note : each student speaking interview lasts 11-15 minutes
		2h.30m	Listening	
			Reading	
			Writing	
	23/11\2011	r h	Speaking	

TOPIC		TEST SKILL	TASK TYPE	SUPPLEMANTRY MATERIAL		
WEEK 10	Date	Unit				
	3\12\2011	9	Climate change p(60-63)	Reading	Summary completion	Test folder 5 p(64-65)
			Lesson 9.1(2 h)	Speaking	Part 3	
			Lesson 9.2(3h)	Listening	Note and table completion	
	7\12\2011			Writing	Task 1	

TOPIC		TEST SKILL	TASK TYPE	SUPPLEMANTRY MATERIAL		
WEEK 11	Date	Unit				
	3\12\2011	9	Climate change p(60-63)	Reading	Summary completion	Test folder 5 p(64-65)
			Lesson 9.1(2 h)	Speaking	Part 3	
			Lesson 9.2(3h)	Listening	Note and table completion	
	7\12\2011			Writing	Task 1	



TOPIC			TEST SKILL	TASK TYPE	SUPPLEMANTRY MATERIAL	
WEEK 12	Date	Unit				
	10\12\2011	10	A place to work or live in p(66-69)	Speaking	Part 1	Writing folder 5 p(70-71)
			Lesson 10.1(3 h)	Listening	Note completion	
			Lesson 10.2(2h)	Writing	Task 1	
	14\12\2011			Speaking	Part 2	

TOPIC			TEST SKILL	TASK TYPE	SUPPLEMANTRY MATERIAL	
WEEK 13	Date	Unit				
	17\12\2011	11	Animal life p(72-75)	Reading	Multiple choice	Test folder 6 p(76-77)
			Lesson 11.1(3 h)		Multiple choice with multi answers	
			Lesson 11.2(2h)	Listening	Sentence completion	
	21\12\2011					

TOPIC			TEST SKILL	TASK TYPE	SUPPLEMANTRY MATERIAL	
WEEK 14	Date	Unit				
	24\12\2011	12	Sport: just for fun p(78-81)	Speaking	Part 1	Writing folder 6 p(82-83)
			Lesson 12.1(3 h)	Listening	Table completion	
			Lesson 12.2(2h)	Speaking	Part 3	Revision units 9-12
	28\12\2011			Reading	Matching	



WEEK	Date	Unit		
15	31\12\2011		Third Experimental IELTS Academic Exam	Note : each student speaking interview lasts 11-15 minutes
		2h.30m	Listening	
			Reading	
			Writing	
	4/01\2012	2 h	Speaking	

## The test that opens doors around the world

**IELTS, the International English Language Testing System**, is designed to assess the language ability of candidates who want to study or work where English is the language of communication.

IELTS is recognised by over 6,000 organisations worldwide, including universities, employers, professional bodies, immigration authorities and other government agencies. For a list of organisations that accept IELTS scores, visit <http://bandscore.ielts.org>

### Accessible and convenient

IELTS is offered up to four times a month in more than 125 countries. Tests are usually on Sat-

urdays or Thursdays. To find out test dates in your area, please contact your nearest IELTS test centre. A list of all IELTS test centres worldwide is available at [www.ielts.org](http://www.ielts.org)

### The international test

IELTS is internationally focused in its content. For example, a range of native-speaker accents (North American, Australian, New Zealand, and British) is used in the Listening test, and all standard varieties of English are accepted in candidates' responses in all parts of the test.

### The test that's tried and trusted

IELTS has been developed by some of the world's leading experts in language assess-

ment, and is supported by an extensive programme of research, validation and test development.

### The level of the test

IELTS is designed to assess English language skills at all levels.

There is no such thing as a pass or fail in IELTS. Results are reported as band scores on a scale from 1 (the lowest) to 9 (the highest).

9	Expert user
8	Very good user
7	Good user
6	Competent user
5	Modest user
4	Limited user
3	Extremely limited user
2	Intermittent user
1	Non user
0	Did not attempt the test

### Preparing to take IELTS

#### Make sure you are ready

It's important to familiarise yourself with the format of the test as outlined in this booklet. Further information on the content of the test can be found at [www.ielts.org/teachers.aspx](http://www.ielts.org/teachers.aspx)

You may find it helpful to do a practice test. Official IELTS Practice Materials may be purchased from test centres or online at [www.ielts.org/candidates.aspx](http://www.ielts.org/candidates.aspx) These materials include a full practice test with answers, and sample Writing and Speaking performances with examiner comments.

More samples of IELTS test material and information about the test are available from the following websites:  
[www.ielts.org](http://www.ielts.org) [www.britishcouncil.org/learning-ielts.htm](http://www.britishcouncil.org/learning-ielts.htm) [www.cambridgeesol.org/exams/academic-english/ielts.html](http://www.cambridgeesol.org/exams/academic-english/ielts.html) [www.idp.com/examinations/ielts/about\\_the\\_test.aspx](http://www.idp.com/examinations/ielts/about_the_test.aspx) [www.ieltsusa.org](http://www.ieltsusa.org)

You don't have to attend a preparation course, but many candidates find that doing



so helps them improve their performance. If you would like assistance with test preparation, IELTS centres and language schools around the world offer IELTS preparation courses.

### Know the IELTS rules and regulations

It's important to familiarise yourself with the IELTS rules and regulations. These are laid out in the Notice to Candidates which is included with the application form. When you sign the application form declaration, you are confirming that you have read and understood the IELTS rules and regulations and agree to abide by them.

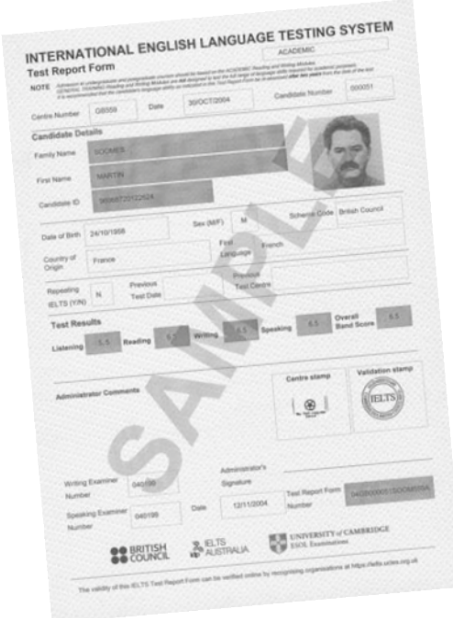
### Register as soon as possible

When you feel you are ready to take the test, you need to register with your nearest IELTS centre. Contact the centre as soon as possible, as the number of candidates who can take the test on a particular date may be limited. You will need to pay the test fee when you register.

### Test results

#### The Test Report Form

You will receive a Test Report Form which reports a score for each of the four skills (listening, reading, writing and speaking), as well as an overall band score. Half band scores may be awarded to indicate a strong performance within a particular band. You can find more information on score processing and score interpretation at [www.ielts.org/researchers/score\\_processing\\_and\\_reporting.aspx](http://www.ielts.org/researchers/score_processing_and_reporting.aspx)



INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM  
ACADEMIC  
Test Report Form

NOTE: Candidates are encouraged to check the status of their TRF on the IELTS website. For more information on the TRF, please visit [www.ielts.org](http://www.ielts.org). The TRF is valid for 2 years from the date of issue.

Candidate Number: 0888 Date: 30OCT2004 Candidate Number: 08801

Candidate Details  
Family Name: SCALES  
First Name: MARTIN  
Candidate ID: 08887202004

Date of Birth: 24/10/1988 Sex (M/F): M School Grade: British Council  
Country of Origin: France First Language: French  
Reasoning: N Previous Test Date: Previous Test Centre:

Test Results  
Listening: 5.5 Reading: 5.5 Writing: 5.5 Speaking: 5.5 Overall Band Score: 5.5

Administrator's Comments: Centre stamp: Validation stamp: [IELTS]

Writing Examiner Number: 60008 Administrator's Signature: Test Report Form Number: 08888888888  
Speaking Examiner Number: 60008 Date: 02/11/2004

BRITISH COUNCIL IELTS AUSTRALIA UNIVERSITY OF CAMBRIDGE IELTS Examinations

The validity of this IELTS Test Report Form can be verified online by registering organisations at <http://ielts.org>

Results are issued 13 days after the test. At some test centres candidates may collect their results on the 13th day; at others, results are mailed on the 13th day. Test centres are not permitted to give results over the phone or by fax or email.

replacement Test Report Forms cannot be issued. Test centres will send copies of the Test Report Form to up to five recognising organisations free of charge.

### Test Report Form validity

Recognising organisations will not usually accept a Test Report Form that is more than two years old unless you provide evidence that you have actively maintained or tried to improve your English since taking the test. The IELTS Test Partners cannot confirm the validity of test results that are more than two years old.

### Test format

There are two modules to choose from – Academic and General Training.

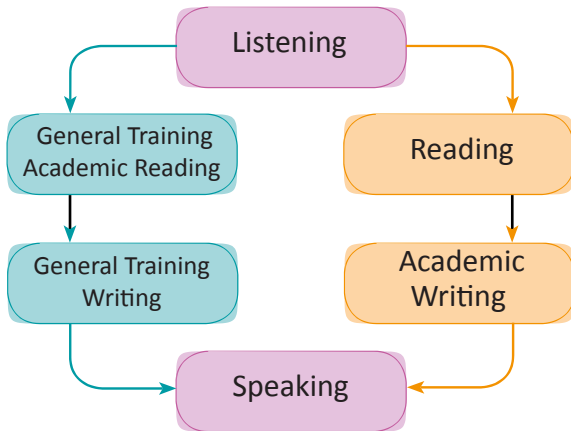
The Academic module is for candidates wishing to study at undergraduate or postgraduate levels, and for those seeking professional registration

The General Training module is for candidates wishing to migrate to an English-speaking country (Australia, Canada, New Zealand, UK), and for those wishing to train or study at below degree level

Each recognising organisation sets its own entry requirements. In some cases both modules may be accepted. If you are in doubt as to which module to take, you should contact the organisation you are applying to in order to check their requirements.

Both modules cover all four language skills – listening, reading, writing and speaking. Everyone takes the same Listening and Speaking tests. There are different Reading and Writing tests for the Academic and General Training modules.

The Listening, Reading and Writing tests must be completed on the same day. There are no breaks between the three written tests. The Speaking test may be taken up to seven days before or after the other three tests.



## The test components

### Listening

**Timing:** Approximately 30 minutes (plus 10 minutes' transfer time)

**Questions:** There are 40 questions  
A variety of question types is used, chosen from the following: multiple choice, matching, plan/map/diagram labelling, form completion, note completion, table completion, flow-chart completion, summary completion, sentence completion, short-answer questions

**Test Parts:** There are 4 sections  
Section 1 is a conversation between two people set in an everyday social context (e.g. a conversation in an accommodation agency)  
Section 2 is a monologue set in an everyday social context (e.g. a speech about local facilities or a talk about the arrangements

for meals during a conference)  
Section 3 is a conversation between up to four people set in an educational or training context (e.g. a university tutor and a student discussing an assignment, or a group of students planning a research project)  
Section 4 is a monologue on an academic subject (e.g. a university lecture)

Each section is heard once only  
A variety of voices and native-speaker accents is used

**Skills assessed:** A wide range of listening skills is assessed, including understanding of main ideas and specific factual information; recognising opinions, attitudes and purpose of a speaker; and following the development of an argument  
**Skills assessed:** A wide range of listening skills is assessed, including understanding of main ideas and specific factual

information; recognising opinions, attitudes and purpose of a speaker; and following the development of an argument.

**Marking:** Each correct answer receives 1 mark  
Scores out of 40 are converted to the IELTS 9-band scale  
Scores are reported in whole and half bands

## Reading

**Timing:** 60 minutes (no extra transfer time)

**Questions:** There are 40 questions  
A variety of question types is used, chosen from the following: multiple choice, identifying information (True/False/Not Given), identifying writer's views/claims (Yes/No/Not Given), matching information, matching headings, matching features, matching sentence endings, sentence completion, summary completion, note completion, table completion, flow-chart completion, diagram label completion, short-answer questions

**Test Parts:** There are 3 sections  
The total text length is 2,150-2,750 words  
Academic Reading

Each section contains one long text. Texts are authentic and are taken from books, journals, magazines and newspapers. They have been written for a non-specialist audience and are on academic topics of general interest. Texts are appropriate to, and accessible to, candidates entering undergraduate or postgraduate courses or seeking professional registration. Texts range from the descriptive and factual to the discursive and analytical. Texts may contain non-verbal materials such as diagrams, graphs or illustrations. If texts contain technical terms, then a simple glossary is provided

General Training Reading  
Section 1 contains two or three short factual texts, one of which may be composite (consisting of 6-8 short texts related by topic, e.g. hotel advertisements). Topics are relevant to everyday life in an English-speaking country  
Section 2 contains two short factual texts focusing on work-related issues (e.g. applying for jobs, company policies, pay

and conditions, workplace facilities, staff development and training)  
Section 3 contains one longer, more complex text on a topic of general interest  
Texts are authentic and are taken from notices, advertisements, company handbooks, official documents, books, magazines and newspapers

**Skills assessed:** A wide range of reading skills is assessed, including reading for gist, reading for main ideas, reading for detail; understanding inferences and implied meaning; recognising a writer's opinions, attitudes and purpose; and following the development of an argument

**Marking:** Each correct answer receives 1 mark  
Scores out of 40 are converted to the IELTS 9-band scale  
Scores are reported in whole and half bands

Questions 21 and 22  
Complete the sentences below.  
Write **NO MORE THAN TWO WORDS** for each answer.

**Environmental Project**

Harry and Katy have to concentrate on coastal change to next project.

21 Their work could be delayed by the .....

22 Before they go to the beach, they need to visit the .....

Questions 23 – 26  
Who will do each of the following tasks?

A Katy  
B Harry  
C Both Katy and Harry

Write the correct letter, A, B or C, next to questions.

**Tasks**

23 take photographs .....

24 collect samples .....

25 interview people .....

26 analyse data .....

Questions 27 – 30  
Choose the correct letter, A, B or C.

27 Why does Harry want to do the presentation?

A to practise skills for his future  
B to catch up with his course  
C to get a better mark than for his

Questions 33 – 35  
Do the following statements agree with the views of the writer in Reading Passage 37?

In boxes 33-35 on your answer sheet, write

**YES** if the statement agrees with the views of the writer  
**NO** if the statement contradicts the views of the writer  
**NOT GIVEN** if it is impossible to say what the writer thinks about this

33 It is debatable whether levels of innovation are increasing or decreasing  
34 Governments can exert an unhelpful influence on innovation.  
35 The focus of industry on older technologies gives the impression of slowing innovation.

Questions 36 – 39  
Complete the summary using the list of words, A-K, below.

Write the correct letter, A-K, in boxes 36-39 on your answer sheet.

Respondents to the survey mentioned several factors they think reduce

36 ..... in engineering design and thus innovation. Among them were the development costs associated with high-tech products, globalisation and 37 ..... justified on safety grounds, all of which inhibit the freedom of designers to design. The trend towards inter-company 38 ..... on the subject of, for example, patents gives further cause for concern. On the other hand, some respondents deny that there is any great problem, welcoming a improved system of 39 ..... For this reason, there is, these respondents argue, the possibility that innovation is on the increase. Certainly, they you

### Listening example task

Questions 21 – 26  
Complete the flow-chart below.  
Choose **NO MORE THAN TWO WORDS** from the text for each answer.  
Write your answers in boxes 21-26 on your answer sheet.

**Air Flight Attendants – Recruitment and Training Process**

Candidates go online to complete their 21 .....

↓

Suitable candidates are then invited to come to a 22 .....

↓

After having satisfactorily completed a 23 ..... successful candidates will then go to the Assessment Centre.

↓

The airline then asks for 24 ..... and candidates are required to undergo a medical check.

↓

If there is no immediate need for flight attendants, successful candidates are put into a 25 .....

↓

When the need arises, these candidates will then be given a 26 ..... after which they may be offered a job.

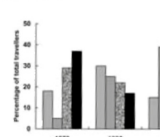
↓

On starting the job, a five-week training programme is provided which includes how to look after passengers and what to do in an emergency.

Standards  
communication  
specifications  
realises

C production  
F regulations  
I agreements  
realises

**WRITING TASK 1**  
You should spend about 20 minutes on this task.  
The chart below shows the different modes of transportation used to and from work in one European city, in 1970, 1990 and 2010.  
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.  
Write at least 150 words.



Mode of transport	1970	1990	2010
Car	15%	35%	45%
Train	10%	25%	15%
Bus	5%	15%	10%
Bicycle	5%	5%	5%

### Academic Reading Example task

### Academic Writing Example task

### General Training Reading Example task

## The test components

### Speaking

Timing: 60 minutes

**Questions:** There are 40 questions

Tasks: There are 2 tasks

Candidates are required to write at least 150 words for Task 1 and at least 250 words for Task 2

Test Parts: There are 2 parts

#### Academic Writing

In Task 1, candidates are presented with a graph, table, chart or diagram and are asked to describe, summarise or explain the information in their own words. They may be asked to describe and explain data, describe the stages of a process, how something works or describe an object or event

In Task 2, candidates are asked to write an essay in response to a point of view,

argument or problem

The issues raised are of general interest to, suitable for and easily understood by candidates entering undergraduate or postgraduate studies or seeking professional registration

Responses to Task 1 and Task 2 should be written in a formal style

#### General Training Writing

In Task 1, candidates are presented with a situation and are asked to write a letter requesting information or explaining the situation. The letter may be personal, semi-formal or formal in style  
In Task 2, candidates are asked to write an essay in response to a point of view, argument or problem. The essay can be slightly more personal in style than the Academic Writing Task 2 essay

Topics are of general interest

Skills assessed: In both tasks, candidates are assessed on their ability to write a

response which is appropriate in terms of content, the organisation of ideas, and the accuracy and range of vocabulary and grammar

#### Academic Writing

In Task 1, depending on the task type, candidates are assessed on their ability to organise, present and possibly compare data; to describe the stages of a process or procedure; to describe an object or event or sequence of events; to explain how something works

In Task 2, depending on the task type, candidates are assessed on their ability to present a solution to a problem; to present and justify an opinion; to compare and contrast evidence, opinions and implications; to evaluate and challenge ideas, evidence or an argument

#### General Training Writing

In Task 1, depending on the task type, candidates are assessed on their ability to engage in personal correspondence in order to: elicit and provide general factual information; express needs, wants, likes and dislikes; express opinions (views, complaints etc.)

In Task 2, candidates are assessed on

their ability to provide general factual information; to outline a problem and present a solution; to present and possibly justify an opinion; to evaluate and challenge ideas, evidence or an argument

Marking: Candidates are assessed on their performance on each task by certificated IELTS examiners according to the four criteria of the IELTS Writing Test Band Descriptors (task achievement/response, coherence and cohesion, lexical resource, grammatical range and accuracy). The public version of the band descriptors can be found at [www.ielts.org/researchers/score\\_processing\\_and\\_reporting.aspx](http://www.ielts.org/researchers/score_processing_and_reporting.aspx)

Task 2 contributes twice as much as Task 1 to the Writing score  
Scores are reported in whole and half bands

## Writing

Timing: 11-14 minutes  
Tasks: The Speaking test is a



3-part face-to-face oral interview with an examiner

The Speaking test is recorded

Test Parts: There are 3 parts

Part 1 Introduction and interview (4-5 minutes)

The examiner introduces him/herself and asks the candidate to introduce him/herself and confirm his/her identity. The examiner asks the candidate general questions on familiar topics, e.g. home, family, work, studies and interests

Part 2 Individual long turn (3-4 minutes)

The examiner gives the candidate a task card which asks the candidate to talk

about a particular topic and which includes points which the candidate can cover in their talk. The candidate is given 1 minute to prepare their talk, and is given a pencil and paper to make notes. The candidate talks for 1-2 minutes on the topic.

The examiner then asks the candidate one or two questions on the same topic

Part 3 Two-way discussion (4-5 minutes)

The examiner asks further questions which are connected to the topic of Part 2. These questions give the candidate an opportunity to discuss more abstract issues and ideas

Skills assessed: A wide range of speaking skills is assessed,



including the ability to communicate opinions and information on everyday topics and common experiences and situations by answering a range of questions; the ability to speak at length on a given topic using appropriate language and organising ideas coherently; and the ability to express and justify opinions and to analyse, discuss and speculate about issues

Marking: Candidates are assessed on their performance throughout the test by certificated IELTS examiners according to the four criteria of the IELTS Speaking Test Band Descriptors (fluency and coherence, lexical resource, grammatical range and accuracy,

pronunciation). The public version of the band descriptors can be found at [www.ielts.org/researchers/score\\_processing\\_and\\_reporting.aspx](http://www.ielts.org/researchers/score_processing_and_reporting.aspx)

Scores are reported in whole and half bands

**WRITING TASK 1**  
You should spend about 20 minutes on this task.

You are interested in doing a computer course at your local college.

Write a letter to the college. In your letter

- explain why you want to do this course
- give information about your educational background and computer skills
- ask some questions about the course

Write at least 150 words.

You do **NOT** need to write any addresses.

Begin your letter as follows:

Dear Sir or Madam,

**Example Part 2 task**

Candidate task card:

Describe a teacher who has greatly influenced you in your education.

You should say

- where you met them
- what subject they taught
- what was special about them

and explain why this person influenced you so much.

You will have to talk about the topic for 1 to 2 minutes.

You have 1 minute to think about what you are going to say.

You can make some notes to help you if you wish.

**Example Part 3 (extract)**

Consider first of all animals and conservation ...

- 1 your opinion, what are the advantages and disadvantages of eating animals in cook's? Why?
- 2 part from keeping animals in zoos, how do you think humans can protect animals from extinction?
- 3 some people think that governments should spend more money helping human beings rather than trying to protect animals? Do you agree? Why?

## The test components – additional guidance

### Listening

- Each recording in the Listening test is heard once only.
- You will be given time to read through the questions before you listen.
- As you listen, write your answers on the question paper. At the end of the test, you will have 10 minutes to transfer your answers to the answer sheet. It is essential that you transfer your answers to the answer sheet as nothing you write on the question paper will be marked.
- You must write your answers in pencil.
- An example of a completed Listening answer sheet is given on the next page.
- (completion) question types ( e.g. note completion):
- Pay attention to the word limit. For example, if you are asked to complete

a sentence using NO MORE THAN TWO WORDS, and the correct answer is 'leather coat', the answer 'coat of leather' would be incorrect.

- Transfer only the missing word(s) to the answer sheet. For example, if you have to complete the note 'in the ...', and the correct answer is 'morning' would be incorrect.
- You will hear the word(s) you need to use in the recording. You will not need to change the form of the word you hear.
- Pay attention to spelling and grammar: you will lose marks for mistakes.
- You may write your answers in lower case or in capitals.

### Reading

- You may write your answers directly on the answer sheet or you may write them on the question paper and transfer them to the answer sheet before the end of the test. You will not be given extra time to transfer answers at the end of the test.

Nothing you write on the question paper will be marked.

- You must write your answers in pencil.
- An example of a completed Reading Answer sheet is given on the next page.
- 'Completion' question types (e.g. note completion)
- The same rules apply to 'completion' question types as in Listening (see above).

Writing

- The word(s) you use must be taken from the

Writing

- You may write your answers in pencil.
- Pay attention to the number of words required for each task. You will lose marks if you do not write at least 150 words for task 1 and at least 250 words for task 2.
- You should spend approximately 20 minutes on task one and approximately 40 minutes on task 2 .
- You will write your answers in full ; answers written in note form or in bullet points will lose marks.

- Pay attention to spelling, grammar and punctuation; you will lose marks for mistakes.
- You may write your answers entirely in capitals if you wish.
- You may make notes on the question paper but nothing you write on the question paper will be marked

### Re-taking IELTS

There are no restrictions on re-taking IELTS. If you do not get the result you wanted, you can register for another test as soon as you feel you are ready to do so. Please note that your score is unlikely to increase unless you make a significant effort to improve your English before re-taking the test.

### Enquiries on Results

If you are unhappy with your test result, you can apply for a re-mark (Enquiry on Results) at the centre where you took the test. You must make the application no later than six weeks after the test date. You can choose which test components are re-marked. There is a fee for this service which will be refunded if your score on any

component  
is increased. Enquiries on Results take six to eight weeks to complete.

contact your test centre to discuss your requirements.

## Special Requirements

In order to ensure that the language ability of all candidates is assessed fairly and objectively, IELTS provides a comprehensive service for candidates who have special requirements, including specific learning difficulties, hearing difficulties and visual difficulties.

If you require a modified version of the test, for example in Braille, you must give the test centre

three months' notice. This notice period is necessary for the modified test version to be prepared. If your Reading text. You must not change the form of the word(s) in the text.

circumstances require only special administrative arrangements to be made, such as extra time, you must give the test centre six weeks' notice. Please

Pencil must be used to complete the answer sheet

Write your candidate number in the boxes indicated and shade the corresponding boxes

Write your name in capital letters

Shade the boxes to indicate the test date

Write your answers in the boxes

If you want to change an answer, erase or cross out the original answer and write in the new answer

Do not write anything in the ✓/x columns

**BRITISH COUNCIL** **idp** **UNIVERSITY of CAMBRIDGE ESOL Examinations**

IELTS Listening and Reading Answer Sheet

Centre number: **TR002**

Please write your full name in CAPITAL letters on the line below:  
PERVYN KARA

Then write your six digit Candidate number in the boxes and shade the number in the grid on the right

Test date (shade ONE box for the day, ONE box for the month and ONE box for the year):  
Day: 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31  
Month: 01 02 03 04 05 06 07 08 09 10 11 12 Year (last 2 digits): 09 10 11 12 13 14 15 16 17 18

	Listening	Listening	Listening	Listening	Listening	Listening	Marker 2 (out of 20)
1	l2 Riverbank	✓ 1 x	21	A	✓ 21 x		
2	April	✓ 2 x	22	C	✓ 22 x		
3	5 weeks	✓ 3 x	23	A	✓ 23 x		
4	newspapers	✓ 4 x	24	B	✓ 24 x		
5	internet	✓ 5 x	25	C	✓ 25 x		
6	face to face	✓ 6 x	26	A	✓ 26 x		
7	laptop	✓ 7 x	27	report writing	✓ 27 x		
8	policy department	✓ 8 x	28	group	✓ 28 x		
9	green	✓ 9 x	29	interview	✓ 29 x		
10	bookstore	✓ 10 x	30	fee	✓ 30 x		
11	C	✓ 11 x	31	C	✓ 31 x		
12	A	✓ 12 x	32	E	✓ 32 x		
13	G	✓ 13 x	33	F	✓ 33 x		
14	E	✓ 14 x	34	D	✓ 34 x		
15	D	✓ 15 x	35	D	✓ 35 x		
16	H	✓ 16 x	36	poverty	✓ 36 x		
17	central	✓ 17 x	37	leather	✓ 37 x		
18	3rd floor	✓ 18 x	38	soil, water	✓ 38 x		
19	security	✓ 19 x	39	diet	✓ 39 x		
20	tax	✓ 20 x	40	agriculture	✓ 40 x		

Marker 2 Initials:      Marker 1 Initials:      Band Score:      Listening Total:

IELTS L-R v4.0      denate      DP660/384



Write your language code in the boxes indicated and shade the corresponding boxes. (Your language code will be written on your desk label)

Please write your full name in CAPITAL letters on the line below:  
PERVIN KARA

Please write your Candidate number on the line below:  
013457

Please write your three-digit language code in the boxes and shade the numbers in the grid on the right.

Are you: Female?  Male?

Reading Reading Reading Reading Reading Reading

Module taken (shade one box): Academic  General Training

	Marker use only		Marker use only
1	isolation ✓ 1 X	21	not given ✓ 31 X
2	economic pressures ✓ 2 X	22	false ✓ 22 X
3	cultural values ✓ 3 X	23	cognitive ✓ 23 X
4	traditional skills ✓ 4 X	24	emotional problems ✓ 24 X
5	E ✓ 5 X	25	balance ✓ 25 X
6	B ✓ 6 X	26	ill health ✓ 26 X
7	D ✓ 7 X	27	iii ✓ 27 X
8	B ✓ 8 X	28	i ✓ 28 X
9	C ✓ 9 X	29	vii ✓ 29 X
10	no ✓ 10 X	30	x ✓ 30 X
11	not given ✓ 11 X	31	v ✓ 31 X
12	yes ✓ 12 X	32	iv ✓ 32 X
13	yes ✓ 13 X	33	F ✓ 33 X
14	A ✓ 14 X	34	C ✓ 34 X
15	C ✓ 15 X	35	B ✓ 35 X
16	true ✓ 16 X	36	A ✓ 36 X
17	false ✓ 17 X	37	E ✓ 37 X
18	not given ✓ 18 X	38	G ✓ 38 X
19	true ✓ 19 X	39	A ✓ 39 X
20	true ✓ 20 X	40	B ✓ 40 X

Marker 2 Initials: \_\_\_\_\_ Marker 1 Initials: \_\_\_\_\_ Band Score: \_\_\_\_\_ Reading Total: \_\_\_\_\_

Write your candidate number

Shade a box to indicate your gender

Shade a box to indicate which module you are taking

## IELTS – your five steps to success

University of Cambridge  
ESOL Examinations  
1 Hills Road Cambridge, CB1  
2EU United Kingdom

Tel 44 1223 553997  
email [ielts@CambridgeESOL.org](mailto:ielts@CambridgeESOL.org)

IDP: IELTS Australia  
Level 8  
535 Bourke St  
Melbourne, VIC 3000  
Australia

Tel 61 3 9612 4400  
Fax 61 3 9629 7697 email  
[ielts@idp.com](mailto:ielts@idp.com)

British Council  
Bridgewater House  
58 Whitworth Street  
Manchester, M1 6BB United  
Kingdom

### 1. Enquiry

Contact your nearest IELTS test centre to ask for an application form and find out about available test dates and fees. Contact details for all IELTS test centres worldwide can be found at [www.ielts.org](http://www.ielts.org) You can also download the application form from the IELTS website.

### 2. Registration

Read through all the information you receive with the application form carefully. Fill in the application form and either send it or take it to your test centre. You will need to enclose the test fee and two identical passport-sized colour photographs (not more than 6 months old).

Make sure you enter the number of your identity document (your passport or national identity card) on the application form. You will also need to attach a photocopy of your identity document to the application form. The document must be valid at the time of



Tel 44 161 957 7755  
Fax 44 161 957 7762  
email [ielts@britishcouncil.org](mailto:ielts@britishcouncil.org)

IELTS International  
825 Colorado Boulevard  
Suite 112  
Los Angeles, CA 90041  
USA

Tel 1 323 255 2771  
Fax 1 323 255 1261 email [ielts@ieltsintl.org](mailto:ielts@ieltsintl.org)

registration and on the day of the test.

### 3. Confirmation

The test centre will give you written confirmation of the date and time of the test. If your Speaking test is on a different day, the centre will also confirm this.

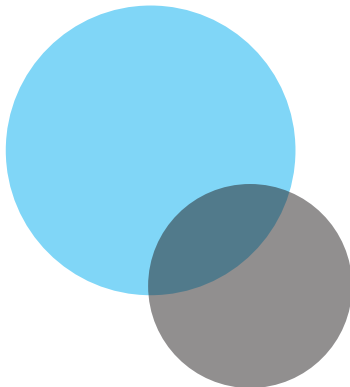
### 4. Test day

Your identity will be checked on the day of the test and before the Speaking test. You must present the same identity document that you used when you registered for the test. Your photograph may be taken as an additional security measure. A member of the test centre staff will tell you where and when to go for the test. You will be assigned a desk with a label showing your name.

### 5. Results

Results will be issued 13 days after the test. At some test centres candidates can collect their results on the 13th day; at other test centres results are mailed to candidates on the 13th day. Test centres are not permitted to give results out over the phone or by fax or email.

[www.ielts.org](http://www.ielts.org)





جامعة المجمعة  
Majmaah University

---



جامعة المجمعة  
Majmaah University

Kingdom of Saudi Arabia  
Ministry of Higher Education  
Majma'ah University

PYP  
Preparatory Year  
Programme

Free Conversation  
Course Description

## FREE CONVERSATION - COURSE DESCRIPTION

The weight in English 1 is put on free conversation to help students communicate fluently in English by practicing all the four skills in general and listening and speaking in specific.

The MAIN OBJECTIVES of this course are:

- Improving the students' communication skills.
- Giving the chance for the students to speak English and participate through many activities.
- Making continual assessment to observe the students development in the basics (vocabulary and grammar) and in the four skills (reading, writing, listening and speaking).
- Correcting and improving the students' pronunciation.
- Motivating the students by creating an interactive environment.
- Enriching the students' vocabulary and medical terminology.
- Improving the students' comprehension in both reading and listening.
- Encouraging team work and collaboration through creating groups.
- Improving the students' creative thinking and analytical study through classroom projects and home assignments (presentation, WebQuests, discussions, seminars.....etc.)
- Integrating the fours skills in one classroom to help students master English.
- Creating a social and educational environment that encourages speaking in English.
- Giving the students a chance to express their comments, feedbacks and suggestions about the academic process.

## CURRICULUM AND MATERIALS

The most recognizable characteristic of this course is that it is “FREE” giving the chance for both teacher and students to focus on communicating in English without any limits.

The main contents of the curriculum include the following materials and activities:

- Open-ended discussions
- Presentations
- Articles (medical and healthcare)
- Researches (medical and healthcare)
- Assignments
- Drill-and-practice
- Verbal feedback & critical verbal analysis.
- Portfolios
- On-going assessment
- Self-assessment
- After school activities

Many assignments and activities will be given to the students and all these assignments and activities are optional. The student can choose any assignment he feels that he is going to do well in it. The on-going assessments will show the details of every student’s assignments and activities and his performance. In addition, students are asked to include their assignments and activities in their portfolios.

## DESCRIPTION AND STRATEGIES

### OPEN-ENDED DISCUSSIONS:

In open-ended discussions a discussion question is given to the students giving the chance to all students to participate in it freely. The discussion questions will be chosen so that many debates, perspectives and opinions could be given in many forms (pros & cons – for and against). The teacher will be leading this discussion to encourage all students to participate and give their opinions. Voting could be done by the end of this class.

The duration of the discussion is 20 minutes. It could be given one time or two times per week depending on the other activities.

On-going assessment will be done during this class. Notes and qualitative notes will be written for the students who express their opinions, defend them and address them to the class in good and correct English.

Some of the discussion questions are:

- Is watching TV waste of time?
- Do you think Internet is more harmful than useful?
- Why is everyone scared from Swine Flu even though the number of infected people is low?
- What is your perspective towards school education?
- Is it important to integrate technology into education?
- How do you estimate the Arab culture?
- Why is driving in Saudi Arabia so tough?
- How much do you read?
- What are the success keys for you as a college student?
- What are the success keys in your career as a doctor?
- Which is more beneficial: the final tests or the on-going assessments?
- If you have a chance to immigrate and stay in a Western country, do you accept?
- Are you (as a college student) a partner in the academic process or just a student?

## ARTICLES & RESEARCHES

It is very important to integrate medical terminology into other skills so that we give the students a chance to improve their medical language and improve their reading comprehension.

One article or research will be given to the students per week. It will be given in two hours at least, and sometimes it might take more. The article or research will be studied as follows:

- 1- The printed material is given to the students by the beginning of the week.
- 2- Students will be distributed into four groups.
- 3- The groups will start scan reading underlying the new words.
- 4- Two or three students in each group will be having electronic dictionaries and they will help finding out the meaning of the new words.
- 5- The group will start analyzing the main parts and topics of the articles.
- 6- By the end of the class, each student will verbally present one part of the article.

OR

Each student will write down (using his own wording) about one of the contents.

- 7- Homework will be given to the students. Students will be asked to write down a summary about the article or to fill out a form which includes details about the disease or treatment described in the article.

The materials of week one shows one of the articles which will be given to students.

## POWERPOINT PRESENTATIONS

Students will be given a list of critical issues (related to medicine) and will be asked to make a PowerPoint presentation of at least 7 slides. The student will show and present his slides to the class explaining and giving the enough details about that issue or disease. After the presentation, questions from teacher and students will be given to the presenter about the same issue. Students will bring their presentations on a CD. The presentation will take around 15 minutes and the questions and feedbacks will take 5 to 10 minutes. Two presentations could be given in one class.

List of some topics given for presentation:

- Medical etiquettes.
- Swine Flu
- Vaccination for new born kids (till 4)
- Flu vaccination
- Medical research in Arab countries
- Choose a procedure and explain its steps
- Choose a surgery and explain its steps
- Fitness
- Healthy diet for a pregnant woman
- Smoking
- Genetically modified food
- The techniques of MRI
- X-ray and CT section
- Herbals

## ASSIGNMENTS

Many assignments will be given to the students but they will all be optional so that the student chooses whatever assignment he wants. The assignments need Internet search and collecting data from different resources. The students should present his assignment verbally to the class telling about the resources from which he collected the data, the steps and strategies he followed and the contents. The assignment does not need to be a full research; instead the student can choose one point and write two or three paragraphs about it in not more than twenty lines. Each of these assignments will be given in a week:

- Learning styles test
- Multiple intelligences test
- Sleeping
- Epidemic diseases
- The most common diseases in SA
- Medical channel on TV
- Medical dictionaries and encyclopedias

## DRILL & PRACTICE

The main objective of these drills is to give medical terminology to students and to enrich their knowledge in medicine. All the exercises will be chosen from reliable resources (Internet websites, book and encyclopedias). These exercises will be given in one hour per week.

## VERBAL FEEDBACK & CRITICAL VERBAL ANALYSIS.

The main objective of this section is to improve the students' speaking skill and listening comprehension. A video clip will be shown through the projector, or an excerpt will be listened on the CD player two or three times. Few questions will be asked about it so



that all the students understand very well the main idea and the main points. After that students are asked to give their feedbacks, comments, thoughts, observations, judgments and feelings. The clip or listening excerpt will be on a critical medical issue such as poverty and its influence on health, lack of health care in some countries, lack of medical care for infants, starvation, environmental pollution and its effect on our health, chemical medicine versus alternative medicine, traditional Chinese medicine, cupping and its benefits.....etc.

## PORTFOLIOS

Within the first week, all students will understand the meaning, benefits, main parts, contents and ways for building a portfolio. A printed article will be given to the students to read and prepare. Next day one students will present one part of this article. All students will learn how a portfolio is built and improved so that they start building their own portfolios by themselves.

By the end of these six weeks students bring their portfolios to be reviewed and assessed by the teacher.

## ON-GOING ASSESSMENT

All students will be observed and assessed all the time. Every student should have his name tag during the lectures of the free conversation. Any student who gives a presentation, a feedback, an assignment or any other activity will be assessed. I will arrange a special form with the list of the students' names and keep it with me with me all the time, or I will use the laptop to save time. Textual comments and sometimes scores will be given for any student who participates so that a qualitative and quantitative assessment will be available for every student. However, the assignments will be returned back to the student to keep it in his portfolio.

## AFTER SCHOOL ACTIVITIES

Students will be encouraged to practice English all the time. They will be guided by giving a variety of activities and creative ideas such as:

- Watching English channels
- Listening to CDs especially while driving
- Reading English newspapers
- Communicating in English
- Surfing English websites only
- Reading

A survey will be designed and given to the students to fill it out every two weeks.

## SELF ASSESSMENT

By the end of every week, a self assessment will be run as follows:

- 1- Every student will shortly write down a list of the topics and activities given in English classes.
- 2- Every student will shortly write down the readings and assignments he made within this week.
- 3- Every student chooses one item from this list and verbally tells the details.
- 4- All students are asked to assess that part and how much benefit they could perceive out of it.
- 5- Students will be asked to give their feedback on the curriculum in general.

## Dentistry Students Timetable – semester 2 ( Group A)

Wed	Tue	Mon	Sun	Sat	Time
8:00 8:50	IELTS Peter	L.& S. Amer	Biology	IELTS Peter	Reading Ahmad
9:00 9:50		Reading Ahmad		FREE CON. Peter	
10:00 10:50	Grammar Ahmad	computer	L.& S. Amer	Grammar Ahmad	IELTS Peter
11:00 11:50					
1:00 1:50	Writing Amer	Reading Ahmad	Islamic Culture	Writing Amer	BIOLOGY
2:00 2:50		FREE CON. Peter			L. & S. Amer
3:00 3:50	Notes: 1-Teacher of IELTS & Free Con. Will be teaching the S.S.S. ( Students> Support Sessions ) 2- Prayer time form : 12:00 To 13:00				S.S.S. Peter
4:00					
4:50					

علما بأن محاضرات المحادثة و الاستماع تكون في معمل اللغة الإنجليزية عند الحاجة

Teaching hours for each subject:

1-Listening & Speaking : 4

2- Reading : 4

3- Grammar :

4- Writing : 4

5-IELTS : 5

Note : There will be two office hours  
(S.S.S. STUDENT SUPPORT SESSIONS)  
given by the teacher who teaches IELTS  
and Free Con.

## Dentistry Students Timetable – semester 2 ( Group B)

Wed	Tue	Mon	Sun	Sat	Time
8:00	Grammar Ahmad	FREE CON. Peter	Biology	Writing Amer	IELTS Peter
8:50					
9:00					
9:50	L.& S Amer	computer	Grammar Ahmad	IELTS Peter	L. & S. Amer
10:00					
10:50					
11:00	IELTS Peter	L. & S. Amer	Reading Ahmad	Reading Ahmad	Grammar Ahmad
11:50					
1:00					
1:50	Reading Ahmad	Writing Amer	Islamic Culture	Reading Ahmad	BIOLOGY
2:00					
2:50					
3:00		S.S.S. Peter	Notes: 1-Teacher of IELTS & Free Con. Will be teaching the S.S.S. ( Students> Support Sessions ) 2- Prayer time form : 12:00 To 13:00		
3:50					
4:00					
4:50					

علما بأن محاضرات المحادثة و الاستماع تكون في معمل اللغة الإنجليزية عند الحاجة

Teaching hours for each subject:

1-Listening & Speaking : 4

2- Reading : 4

3- Grammar :

4- Writing : 4

5-IELTS : 5

## Medicine Students Timetable – semester 2 ( Group A)

Wed	Tue	Mon	Sun	Sat	Time
8:00 8:50	Writing Tamer	IELTS Tariq	BIOLOGY	Listening & Speaking Abdul Raheem	Writing Tamer
9:00 9:50					
10:00 10:50	Grammar Noor	COMPUTER	Listening & Speaking Abdul Raheem	Reading Abdul Raheem	Grammar Noor
11:00 11:50					
1:00 1:50	IELTS Tariq	Reading Abdul Raheem	ISLAMIC CULTURE	IELTS Tariq	BIOLOGY
2:00 2:50	Free Conversation Tariq				Free Conversation Tariq
3:00 3:50	Note: 2- Prayer time form : 12:00 To 13:00				
4:00 4:50					

علما بأن محاضرات المحادثة و الاستماع تكون في معمل اللغة الإنجليزية عند الحاجة

Teaching hours for each subject:

1-Listening & Speaking : 4

2- Reading : 4

3- Grammar :

4- Writing : 4

5-IELTS : 5

## Medicine Students Timetable – semester 2 ( Group B)

Wed	Tue	Mon	Sun	Sat	Time
8:00 8:50	IELTS Tariq	L & S Abdul Raheem	BIOLOGY	Writing Tamer	Free Conversation Abdul Raheem
9:00 9:50					L & S Abdul Raheem
10:00 10:50	L & S Abdul Raheem	COMPUTER	Writing Tamer	Reading Tamer	Reading Tamer
11:00 11:50	Free Conversation Tariq				IELTS Tariq
1:00 1:50	Grammar Noor	IELTS Tariq	ISLAMIC CULTURE	Grammar Noor	BIOLOGY
2:00 2:50					Reading Tamer
3:00 3:50	Note: 2- Prayer time form : 12:00 To 13:00				
4:00 4:50					

علما بأن محاضرات المحادثة و الاستماع تكون في معمل اللغة الإنجليزية عند الحاجة

Teaching hours for each subject:

1-Listening & Speaking : 4

2- Reading : 4

3- Grammar :

4- Writing : 4

5-IELTS : 5

## Medicine Students Timetable – semester 2 ( Group C)

Wed	Tue	Mon	Sun	Sat	Time
8:00 8:50	Reading Noor	Reading Noor	BIOLOGY	Grammar Noor	IELTS Tariq
9:00 9:50					
10:00 10:50	IELTS Tariq	COMPUTER	Grammar Noor	Free Conversation Tariq	Listening & Speaking Abdul Raheem
11:00 11:50	Free Conversation Tariq		IELTS Tariq	IELTS Tariq	
1:00 1:50	Listening & Speaking Abdul Raheem	Writing Tamer	ISLAMIC CULTURE	Writing Tamer	BIOLOGY
2:00 2:50					Grammar Noor
3:00 3:50	Note:				
4:00 4:50	2- Prayer time form : 12:00 To 13:00				

علما بأن محاضرات المحادثة و الاستماع تكون في معمل اللغة الإنجليزية عند الحاجة

Teaching hours for each subject:

1-Listening & Speaking : 4

2- Reading : 4

3- Grammar :

4- Writing : 4

5-IELTS : 5

6- Free Conversation: 2

=23 teaching hours

